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ABSTRACT

This unit is based upon study of Alan Paton's novel, "Cry, the Beloved Country," and includes a writing component in which students create an original Bill of Rights for the new Republic of South Africa. To create the new Bill of Rights, students study three basic human rights documents and work in groups to write the finished product. Appended sample materials that can be used to complement social studies/history resources are included. (EH)

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ED 415 170

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Title: Novel: **Cry, the Beloved Country**, by Alan Paton
Bill of Rights/Human Rights Project

Grade Level: Sophomores

Region: Africa: Republic of South Africa

Themes: Part I-Novel: Disintegration and Restoration
Part II-Bill of Rights Writing Project: Human Rights

Year Developed: November, 1996

Description: **Part I** of this two-part unit is a curriculum based primarily on the **novel** followed by **Part II: Writing** component whereby students write an original Bill of Rights for the new Republic of South Africa; however, it can also be used in conjunction with a social studies/history curriculum as an interdisciplinary World Studies unit. At the end are appended sample materials which can be used as complimentary social studies/history resources.

If used as a joint teaching discipline, additional material will need to be generated when the teachers who are coordinating the course determine the focus of the corresponding social studies/history section.

The novel will be read as a piece of work written by a native white South African during a period of history when the country was beginning to experience crime, violence, and an increased sensitivity to the abuses of a racially segregated society. The setting of the novel is post-WWII, approximately 1945-6. The novel was first published in 1948.

Part II: Students will take notes on three human rights documents, work in groups, and then write a 2-4 page document of 10 Articles safeguarding human rights for the new Republic of South Africa. This unit may also be used independently, but it presupposes students' knowledge of apartheid.

SO 028 327

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Required Resources:

Alan Paton: Revised edition, by Edward Callan
Cry, the Beloved Country, by Alan Paton
Scribner Paperback
Human Rights for All, ed. Edward L. O'Brien, et al
A Publicaton of the National Institute for Citizen Education in the Law (NICEL), West Publishing C Co., ISBN 0-314-04943-6, 1996: contains documents for the Bill of Rights end-project
Bill of Rights from the Republic of South Africa
Lost in the Stars, Maxwell Anderson and Kurt Weill
The Land and People of South Africa, by Jonathan Payton ISBN 0-397-32362

Learner Outcomes:

1. **Geography:** Students will be able to trace the route traversed by Stephen Kumalo on his train trip to Johannesburg. Students will be able to locate the village of Ndotschéni, the city of Johannesburg, Soweto, Alexandra, and pinpoint the past location of Sophiatown.

2. **Literary analysis:** With the help of study guides, students will understand literary terms, e.g. irony, symbol, metaphor, theme, dramatic irony, etc. and apply them to the novel. Reading comprehension will be enhanced by both large and small group discussions. Additionally, students will be asked to understand:
   A. A "sense of place"
   B. Movement of blacks from rural to urban
   C. Regional characteristics
   D. Tribal customs
   E. Racial differences and discrimination

3. **Composition:** Students will be required to write frequent journal assignments to stimulate discussion and improve composition skills through writing practice. Learn the skill of precis writing by making chapter synopsis and learn MLA notecard form. Students will write a Bill of Rights

4. **Study Skills:** Students will be required to take notes of class discussions and various other teaching aides.

5. **Test Taking Skills:** Frequent reading quizzes and a final unit test.

5. Human rights: After reading three documents related to human rights, students will generate a basic Bill of Rights for the new Republic of South Africa as they understand current and future needs.

Assignment Calendar

Day #1

Class:

Introduce unit: Background information on author

Journal: 1. Write for five minutes about a landscape which is important to you.
2. Describe how a landscape helps determine who we are as a culture or people.
3. Share and discuss above.

Novel: Read the first chapter of ***Cry, the Beloved Country;*** Discuss and connect it to the journal assignment and discussion.

Homework:

Read Chapters 2-5; Use study guide; 3-point reading quiz

Day #2

Class:

Reading quiz at the beginning or after the discussion.

Map work:

1. Trace the route of the train which Stephen Kumalo takes from his home to Johannesburg.
2. Examine the area of Johannesburg and find the area which would have been Sophiatown and locate Alexandra.
3. Read descriptions of both townships.
4. Transparencies can be used to demonstrate and show the township locations to demonstrate how races were separted.

Characterization:

Examine the basic elements of the major characters.

Homework:

Read chapters 6-8

Day 3

Class:

Poetry:

Read and discuss two poems: "Sea and Sand" by black South African poet, Don Mattera &

"Alexandra Township": by Mongane Serote. (in Jonathan Paton book). Connect to the novel

Study Guides:

Use for large class discussion or group work

Homework:

Read Chapters 9-11; Write a one-sentence synopsis for each chapter.

Day #4

Class:

Precis/paragraph synopis: Check chapter synopis which was the homework assignment. (If the students are not familiar with this concept, prior instruction may be necessary before the assignment is given.) Discuss chapters; check paragraph synopsis.

Literary analysis:
Begin to identify common motifs in the novel.
Discuss characterization.

Homework:

Read Chapters 12-14; Reading quizzes.
(Short reading quizzes can be given periodically to serve as a check for comprehension and to insure that homework is being completed).

Day #5

Class:

Group Work on study guides or students may read a scene from **Lost in the Stars**
Slides (if available)

Homework:

Read chapters 15-17

Day #6

Class:

Journal: Discuss the remark about "sorrow being better than fear." Give examples from life as it applies to you or to an observation you may have made.
Discussion: Review the structure and language of the novel-
Three books: Book I-Stephen Kumalo's "journeys"
Theme of Disintegration and
Language of the bible and Zulu

Homework:

Read chapters 18-21

Day #7

Class: In-class writing on characterization and theme-(See addendum)
Discussion

Homework:
Read Chapters 22-25

Day #8

Class:
Novel Structure: Book II-James Jarvis, A Spiritual Quest
Journal: Compare and contrast the two journeys undertaken by the two fathers, Jarvis & Kumalo.

HW:
Read Chapters 26-29

Day #9

Class:
Discussion
Journal: Write an ***interior monologue*** for one of the characters at any point of the novel thus far. (Present tense, feelings, stay in character)
Share

HW:
Read Chapters 30-32

Day #10

Class:
Discuss theme of Book III: Restoration

HW:
Read Chapters 33-36

Day 11

Class: Final Discussion
HW: Unit Test

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country
by Alan Paton

VOCABULARY: Check the "List of Words" in your novel on pages 313-316..

1. veld:
2. Umfundisi:
3. Tixo:
4. Zulu:
5. Afrikaans:
6. Afrikaner:
7. apartheid:
8. kloof:
9. kraal:
10. Biblical:
    Stephen:

    Absalom:

Although it is not required, it is always a good idea to read the explanatory information at the beginning of the novel, i.e., "Note on the 1987 Edition," "Note on the 1959 Edition," "Note on the 1948 Edition,"Forward," and the "Introduction."

CHARACTERS INTRODUCED IN CHAPTERS 1-6: Add a brief description; make additions as the novel progresses.

1. Reverend Stephen Kumalo, Umfundisi:
2. His wife, "mother" (a term of respect for a mature female):
3. Gertrude, sister of Stephen Kumalo (25 years younger), has a young son:
4. Absalom, son of Stephen Kumalo:

5. Reverent Theophilus Msimangu, a Parson or Clergyman from Sophiatown, Johannesburg:

6. Mrs. Lithebe, landlady of a Johannesburg boarding house:

7. Tixo:

Chapter Study Questions

Chapter 1: What are the key emotions of this chapter. What ***images*** produce them?

Chapter 2: Describe the relationship between "mother" and umfundisi. What do you learn about the society and families in this chapter?

Chapter 3: What is Kumalo's "little vanity, his little lie" on page 44?

Chapter 4: What is Kumalo's first real lesson about the city?

Chapter 5: A major theme of the novel is described in this chapter. Write a full sentence indicating what you think is one of the central ideas of the novel thus far.

What is the crime of the white man against the tribe, p. 56?

Chapter 6: How does Stephen Kumalo show "tough love" to his sister?

Chapter 7: What are John Kumalo's political views? What does Msimangu mean on page 70?

Study Guide: Chapters 8-21

Chapter 8: Define "kaffir:"

What is the point of Msimangu's story on p. 76?

What "beats" Msimangu on p. 82?

Chapter 9: What is the "committee" in reality?

Chapter 10: Why is Msimangu bitter towards the young girl?

Chapter 11: What is the ***irony*** in this chapter?

Chapter 12: Why is the anecdote on p. 108b suspended in mid-sentence? What white attitude is depicted on p. 109t? Explain p. 110b and 111b. (A **lyrical** passage)

Chapter 13: Explain p. 121t "...This is madness...but it is also sin." How is this an example of "tough love?" What is "golden" about Msimangu's sermon. Why do black militants despise Msimangu (end of chapter)?

Chapter 14: Why is the young white man angry p. 134? Does Absalom show repentence in his conversation with Stephen Kumalo?

Chapter 15: Why does Fr. Vincent say that "sorrow is better than fear (p. 140t)? What is Vincent's answer to Kumalo's despair?

Chapter 16: Is Kumalo showing "tough love" to the girl, or just hurting her because of his own bitterness? What is the positive outcome of this scene?

Chapter 17: Describe the relationship between the two women.

Chapter 18: What is ironic about Arthur Jarvis being killed by a black?

Chapter 19: What is jarring about Jarvis' view of Kumalo (p. 174t)?

Chapter 20: What practices did Arthur Jarvis see as "no longer permissible" for whites?

Chapter 21: Comment on the **symbolism** and **irony** of "allow me a minute," (p. 188b)?

Chapter 22: What are the inconsistencies in Absalom's replies to the Judge regarding the weapons?

Chapter 23: How convincing is the justification of capitalism on pp. 203-4?

Chapter 24: How is the policeman wrong about James Jarvis on p. 209? (An example of **dramatic irony**).

Chapter 25: Evaluate Kumalo's behavior and actions when he meets James Jarvis.

Chapter 26: Why is Msimangu glad that John Kumalo is corrupt (p. 221)?

Do you think that Msimangu speaks for the author here? Explain your response:

What does the last sentence of the chapter mean? predict?

Chapter 27: Why does Gertrude want to become a nun?

Chapter 28: Evaluate the verdict and sentence:

Chapter 29: Has Absalom grown spiritually? Explain.

What is Stephen's sin against his brother?

What is Msimangu's "new thing" he is doing?

Book III

Chapter 30: Explain the following quotes: "It is known here." (p. 256).

"He knows it is not he, it is these people who have done it." (p. 258)

Chapter 31: Explain "For the counsellors of a broken tribe have counsel for many things, but none for the matter of a broken tribe." (P. 266)

Who is the small boy?

Chapter 32: Analyze Absalom's letter:

What does the scene with the sticks contribute to the idea of the "broken tribe?"

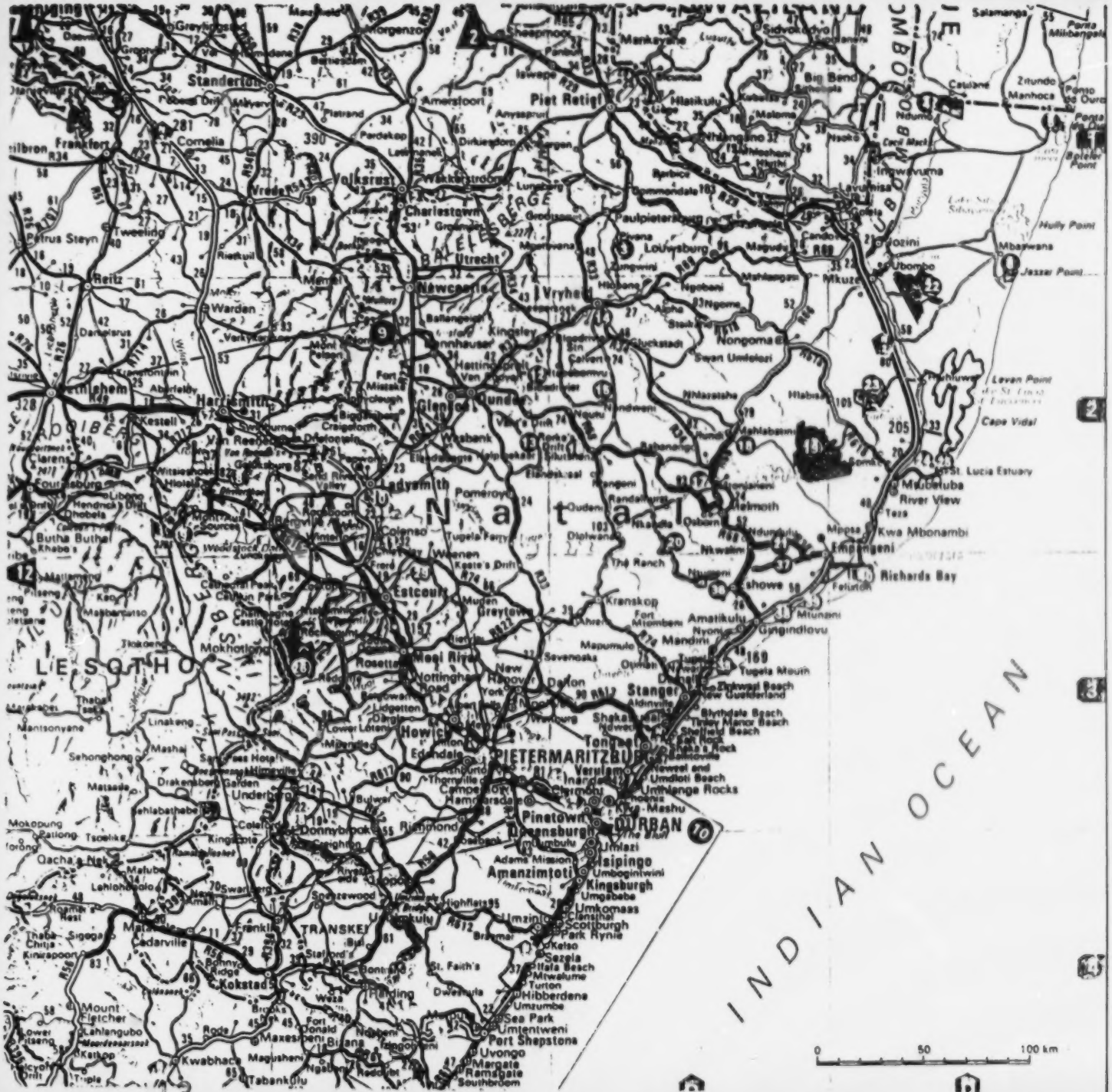
Chapter 33: Give examples of the upward turn from despair that we see in Book Three.

Chapter 34: What changes the Bishop's mind about sending Kumalo away to Pietermaritzburg?

Chapter 35: Explain Napoleon Letsitsi's idealism about work and truth. (P. 302-3)

Chapter 36: Who is the man "who was in darkness, until you found him." (P. 307b)

What are the ironies of symbol and feeling surrounding the rising of the sun at the conclusion of the book?



Map 7 NATAL — Area Map

1	B1	Morgenzon; blockhouse; 'everlast footprints'
2	B1	Amajuba Hill; O'Neill's cottage
3	C1	Natal Spa Hot Springs
4	D1	Ndumu Game Reserve
5	D1	Kosi Bay Nature Reserve
6	D1	Sodwana Bay National Park
7	A2	Harrismith; petrified tree: Drakensberg Botanic Gardens
8	A2	Kerkenberg
9	A2	Royal Natal National Park
10	B2	Ladysmith; battlefields and mem in the area
11	B2	Colenso; R.E. Stevenson Museum battlefields, monuments and war cemetery in the area
12	B2	Blood River Monument
13	B2	Rorke's Drift; battlefield, tribal ar and crafts centre
14	C2	Vryheid; Raadsaal (Council Cham and fort museums
15	C2	Prince Imperial's Grave
16	C2	Isandhlwana; battlefield and monument
17	C2	Dingaan's Kraal; Piet Retief Mon
18	C2	Ulundi Battlefield
19	C2	Umfolozi Game Reserve
20	C2	Nkandla Forest Reserve
21	C2	Zulu Kraal
22	D2	Mkuzi Game Reserve
23	D2	Hluhluwe Game Reserve
24	D2	Dukuduku Forest Reserve
25	D2	St Lucia Game Reserve
26	B3	Giant's Castle Game Reserve
27	B3	Himeville Nature Reserve
28	B3	Coleford Nature Reserve
29	B3	Weenen; Voortrekker (pioneer) Museum; old mill
30	B3	Howick Falls
31	B3	Pietermaritzburg; see Map 11
32	B3	Natal Lion and Game Park
33	C3	Valley of a Thousand Hills
34	C3	Durban; see Map 8
35	C3	Fort Pearson; series of forts; Ultir Tree; Fort Tenedos; Tugela Battl
36	C3	Eshowe; Dlinza Forest Reserve; Nongqai Fort, Ocean View Game
37	C3	Coward's Bush
38	C3	Umlalazi Nature Reserve
39	C3	Raffia Palms
40	D3	Richards Bay Nature Reserve
41	B4	Oribi Gorge Nature Reserve

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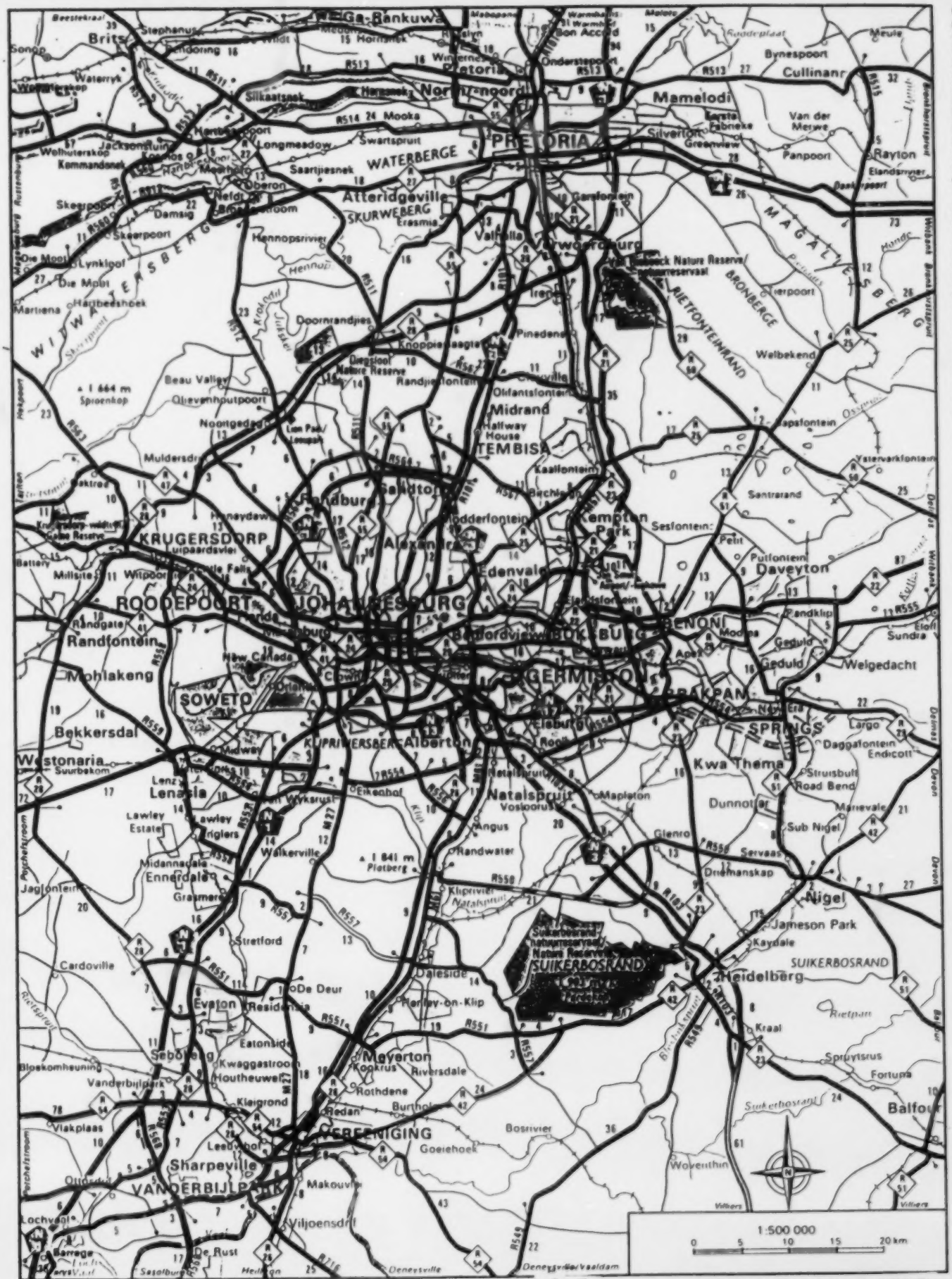
	Tarred	Under Construction
Freeways		
National Routes		
Principal Trunk Roads		
Main Roads		
Secondary Roads		



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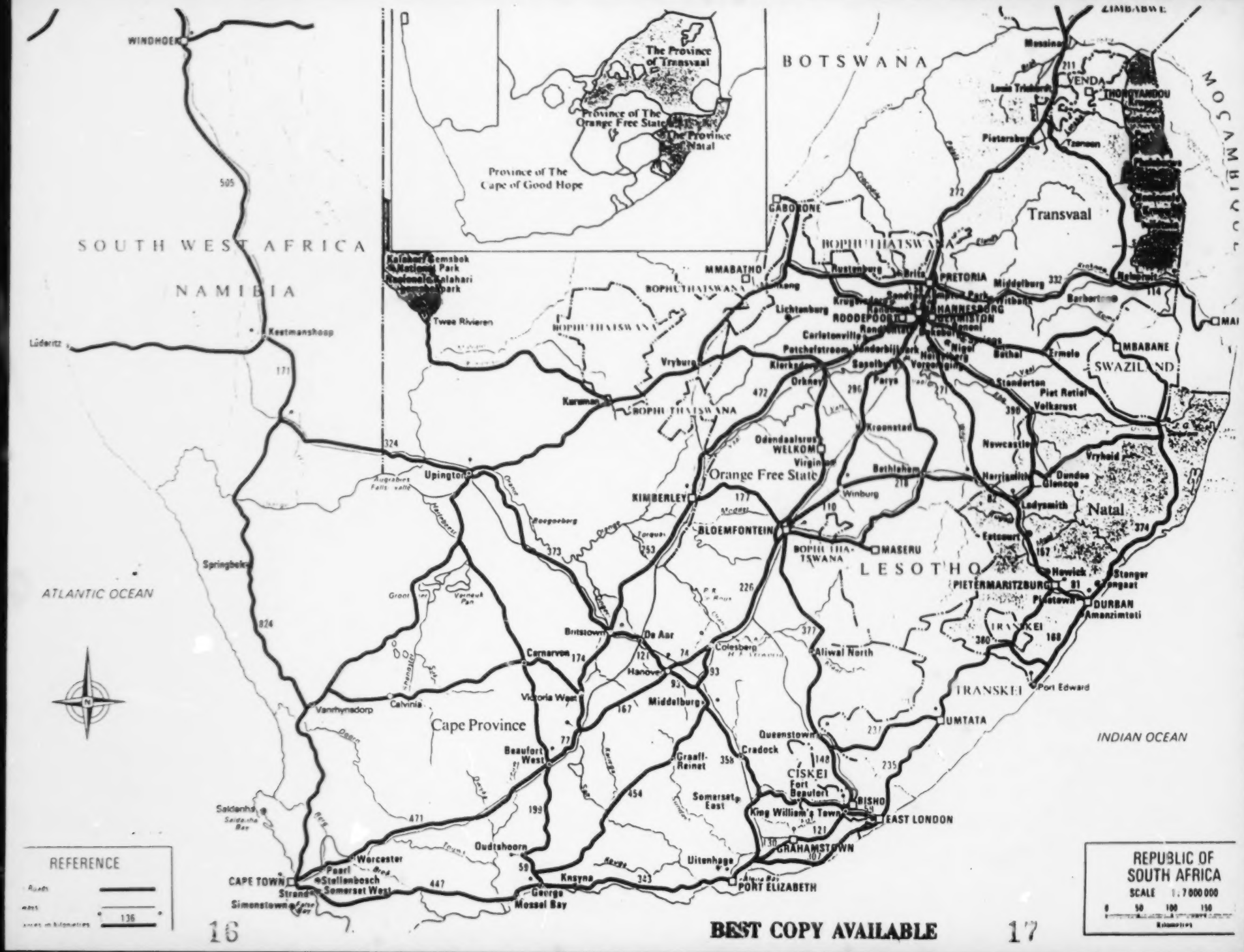

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NAME: _____
CLASS PERIOD: _____
POINTS POSSIBLE: 50

Cry, the Beloved Country Unit Test B

I. MATCHING: Use capital letters only. 1 pt. ea.

_____ 1. Napoleon Letsitsi
_____ 2. pro deo
_____ 3. Kaffir
_____ 4. Kraal
_____ 5. Tixo
_____ 6. Pretoria
_____ 7. Alexandra
_____ 8. Umfundisi
_____ 9. Veld
_____ 10. Biblical rebellious son

A. God/Spirit/Higher Power
B. Stephen
C. Reverend, priest
D. Agricultural demonstrator
E. Son of John Kumalo
F. daughter-in-law of James Jarvis
G. Racial slur
H. Legal term: free legal counsel
I. Enclosure for cattle
J. Bus Boycott
K. Place of execution
L. Open grass country
M. Absalom

II. Short Answer: Answer each question in a sentence or two. (2 pts. ea.) BE SPECIFIC.

A. The setting of the novel are the years _____.
B . Why did Absalom come to Johannesburg:

C. The bus boycott was begun because

D. What event drew the attention of the public away from Absalom's murder trial?

E. Name two techniques the agricultural demonstrator intended to teach the villagers:

III. Character Identification: (2 points ea.)
A. "This is madness...but it is also sin." Spoken by _____ to _____. (Person described).

B . "--But I have heard some of the things you have said.
----What things?
----I have heard that some of them are dangerous things. I have heard that they are watching you, that they will arrest you when they think it is time." Person making the accusation _____ to _____.

C. "He rose from his chair, and went out to see who might be riding in this merciless sun. And for a moment he cautht his breath in astonishment, for it was a small white boy on a red horse, a small white boy as like to another who had riden here as any could be." Identity of small white boy_____and "another"_____.

D. "...he and Kumalo went to the church. At the church door he spoke to Kumalo and said gravely. I see it is not God's will that you should leave Ndotsheni." (Person speaking)
_____

E. "Although his money was little, he bought her a red dress and a white thing that they called a turban for her head." (Person who gets the new clothes) _____

IV. Essay (20 points): When Stephen Kualo returns from Johannesburg he is suddenly made aware of many inherent problems with the tribal system in Ndotsheni. Specifically, what are these problems? What events and experiences in Johannesburg "opened Stephen's eyes" and how does he resolve some of the issues?

NAME: _____
CLASS PERIOD: _____
POINTS POSSIBLE: 50

I. MATCHING: Use capital letters only. 1 pt. ea.

_____ 1. Napoleon Letsitsi
_____ 2. Ndotsheni
_____ 3. Umnumzana
_____ 4. Kraal
_____ 5. Tixo
_____ 6. apartheid
_____ 7. Alexandra
_____ 8. Umfundisi
_____ 9. Veld
_____10. First martyr of the Christian Church

A. God/Spirit/Higher Power
B. Stephen
C. Reverend, priest
D. Agricultural demonstrator
E. Son of John Kumalo
F. daughter-in-law of James Jarvis
G. Sir; title of respect
H. Village of Stephen Kumalo
I. Enclosure for cattle
J. Bus Boycott
K. Principle of separation of races
L. Open grass country
M. Absalom

II. Short Answer: Answer each question in a sentence or two. (2 pts. ea.) BE SPECIFIC.

A. Of what tribe was Kumalo a member:

B . Why did Gertrude come to Johannesburg:

C. Shanty Town was built because

D. What event drew the attention of the public away from Absalom's murder trial?

E. Name two techniques which the agricultural demonstrator intended to teach the villagers:

III. Character Identification: (2 points ea.)

A. "Although his money was little, he bought her a red dress and a white thing that they called a turban for her head." (Female who is described)

_____

B . "His shop is always full of men, talking as you have heard. But they say you must hear him at a meeting. " (Person described).

_____

C. "I am forsaking the world and all its possessions, but I have saved a little money. I have the permission of the Church to give this to you, my friend..." (Person speaking).

_____

D. " He rose from his chair, and went out to see who might be riding in the merciless sun. And for a moment he caught his breath in astonishment, for it was a small white boy on a red horse, a small white boy as like to another who had ridden here as any could be." (Person described- small boy)

_____

E. "It was a pleasant evening at the Mission House. The rosy cheeked priest was there, and they talked about the place where Kumalo lived and worked. And the white man in his turn spoke about his country." (The white man)

_____

F. "Yes, he was always speaking here and there. You know the kind of thing. Native crime and more native schools, and he kicked up a hell of a dust in the papers about the conditions of the non-European hospital."

_____

IV. Essay Question: (18 points-2 pts for ea. character; 8 points for the paragraph essay.

In about one specific sentence for each character listed below, describe how he/she **grows as a human being** (make spiritual or mental progress) in the course of the novel. If you see no growth, say so and justify. Then choose **ONE** character whose growth you feel is significant, or important to Paton's message, and discuss in a well-developed paragraph essay.

Absalom, Gertrude, Absalom's girl, Stephen Kumalo, James Jarvis

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country
Quiz IA-Chapters 1-5 (1 pt. ea.)

1. Define "kloof": .

2. What is the relationship between "mother" and "umfundisi?"

3. What is Kumalo's "little vanity, his little lie?"

EC: Who is the biblical Absalom?

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country
Quiz 1B-Chapters 1-5 (1 pt. ea.)

1. Define "Tixo:"

2. What is the relationship between Stephen Kumalo and Gertrude?

3. What is Kumalo's first lesson about the city?

EC: Who is the biblical Stephen?

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country
Quiz 1C-Chapters 1-5 (1 pt. ea.)

1. Define "veld:"

2. Who is Mrs. Lithebe?

3. Why does Stephen Kumalo journey to Johannesburg?

EC: What is a post office book?

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country
Quiz 1D-Chapters 1-5 (1 pt. ea.)

1. Define "veld:"

2. Stephen Kumalo discovers how Gertrude has been leading her life. Describe specifically.

3. Who is John Kumalo?

EC: What is a post office book?

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country: Quiz IAA, Chapters 1-5 (1 pt. ea.)

1. What is the relationship between "mother" and "umfundisi?"

2. What is the relationship between Stephen Kumalo and Gertrude?

3. Why does Stephen Kumalo journey to Johannesburg?

EC. What is a post office book?

NAME: _____
CLASS PERIOD: _____
Cry, the Beloved Country: Quiz 1 BB, Chap. 1-5 (1 pt. ea.)

1. Who is Mrs. Lithebe?

2. Who is John Kumalo?

3. Stephen Kumalo discovers how Gertrude has been leading her life. Describe specifically:

EC. Who is the biblical Stephen?

NAME: _____
CLASS PERIOD: _____
Cry, the Beloved Country: Quiz 1CC, Chap. 1-5 (1 pt. ea.)

1. Define "Tixo":

2. Why did Gertrude go to Johannesburg?

3. What is Stephen Kumalo's first "lesson" about the city?

EC. What is a post office book?

NAME: _____
CLASS PERIOD: _____
Cry, the Beloved Country: Quiz 1DD, Chap. 1-5 (1 pt. ea.)

1. What did the letter to Stephen Kumalo say? Be specific!

2. Where did Stephen Kumalo get the money to take his trip?

3. Who is Mrs. Lithebe?

EC: Name two of the items on the ANC banner/logo (bulletin board)

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country

Quiz 1B: Chapters 1-11 (10 points)

_____1. Alan Paton is/was
a. a white Afrikaaner b. a writer c. director of a boys' reformatory d. all of the above

2. The three African "labor leaders" are
Dubula, the "heart"
Tomlinson, the "brains"
John Kumalo, the _____

3. A post office book is _____.

4. According to Rev. Msimangu, power corrupts unless it is the power of _____.

5. Name one actual historical event that is depicted in the novel: _____.

Character Identification:

6. "Then she sat down at his table, and put her head on it, and was silent, with the patient suffering of black women..."_____.

7. "It was the voice of a man whose heart was golden, reading from a book of golden words." _____

8. "_____ was a courageous young man, and a great fighter for justice."

9. & 10. In two or three sentences, identify a major motif in the novel and give a specific example:

EC: Name the language which is the native tongue of Stephen Kumalo.

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country
Quiz Book II: 4 points

1. Why is so little attention paid to the trial in Johannesburg? (1 pt.)

2. How is the policeman wrong about James Jarvis when he leaves the home of his son by the front door (after his second visit to read more of his son's papers)? (2 pts.)

3. Who is "the small boy on a red horse with a white face?" (1 pt.)

EC. What is the name of the video you will watch on Thursday and Friday?

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country
Quiz B - Book II (4 points)

1. Who is "the small boy on a red horse with a white face?" (1 pt.)

2. Comment on the **irony** of "allow me a minute..." (1 pt.)

3. How is the beginning of chapter 18 similar to **and** different from the beginning of chapter 1? (2 points)

EC. What is the name of John Kumalo's son?

NAME: _____
CLASS PERIOD: _____

Cry, the Beloved Country
Quiz B: Chap. 18-21; 5 points

1. T/F: James Jarvis had wished that his son would leave the farm and the area to make a life of his own rather than continue at High Place.
2. T/F: Arthur Jarvis and his father shared the same views on the "native question."

3. There are pictures of two historical people on the wall of Arthur Jarvis' study. Identify these people:

   A.

   B.

4. Which historical figure seemed to have the <u>most</u> influence on Arthur Jarvis, using the number of books he had as a guide.

E.C. On your assignment sheet there are five title of books about Africa. Name one.

NAME: _____
CLASS PERIOD: _____
POINTS POSSIBLE: 10

15 minute In-Class Writing Assignment: Chapter 12

Directions: In the space below respond to the assignment. Please keep in mind all the elements of good writing: Central focus, topic sentence(s), complete, well-structured sentences, and logical development and organization. You might consider making notes before you begin.

Review the "voices" at the beginning of chapter 12. Pick one of these voices and write a brief characterization sketch as you imagine the character. Do any of the voices resemble the people you hear talking about American's problems. Could this character live in your community?

Cry, the Beloved Country

Characterization and Theme

Directions: Select one of the characters listed below and answer the question in each category.

Stephen Kumalo	Gertrude Kumalo	John Kumalo
Absalom Kumalo	Msimangu	Mrs. Lithebe
James Jarvis	Absalom's wife	Jarvis' grandson
Arthur Jarvis		

LIST EVERYTHING YOU KNOW ABOUT THE CHARACTER:

COMMENT ON THE "UNIQUENESS" YOU SEE IN THIS CHARACTER AND WHAT INSIGHTS DOES THIS GIVE YOUR ABOUT REAL WORLD PEOPLE?

Write a central **theme** based upon the above information:

South Africa Project: Part II
End-of-Unit Project
Bill of Rights

Homework

1. Read "Universal Declaration of Human Rights (1948)" Handout
2. Make 7 notecards (standard size) to be checked the next day.
   Consult **A Writer's Reference**, Third Edition, Pp. 255-260.
   Second Edition, Pp. 208-213.
   Use the MLA Style for notecards: (See note below under Day 1, #1 regarding notecard format.)
   A- One bibliography card
   B - Six notecards: (6 different Articles) 2 which summarize, 2 which paraphrase and two which quote exactly from the Articles from the "Original Text" column.

Day 1:

1. Notecard check/comments (If students are unfamiliar with the concept of notecards, prior teaching may be necessary.)
2. Large group discussion:
   Brainstorm: Definition of "human rights," and explore the reasons why one should learn about human rights.
3. Group Work: Groups of 4-5 students work particularly well. Groups will list six areas of human rights they feel are important. Record on large poster sheet. Post the sheets around the room. One person from each group should be able to justify/explain/defend the choices-one or more.
4. Movie: **Cry, Freedom**: Life of Steve Biko as told through the eyes of journalist Donald Woods. The movie is approximately 2:30, but, if time is an issue, the portion on Biko is approximately 1:30.

Homework:

1. Read the first 20 Amendments to the US Constitution.
2. Record 6 more notecards: 2 paraphrases, 2 summaries, 2 quotes from six different articles.

Day 2:

1. Notecard check
2. Briefly review US Amendments
3. Skim "UN Convention on the Rights of the Child" (10-15 minutes)
4. Group work:
   Use chart "Bill of Rights Group Chart" (Social/Cultural, Economic, and Political"): Select 3 "rights" for each category
5. Place on poster paper and post; explain: Prelude to assignment.

Homework: First Draft of Bill of Rights for the Republic of South Africa
Explain homework according to the directions which follow (Also see homework handout in the addendum)

6. **Cry, Freedom**

Directions for Bill of Rights Assignment:

Directions: Write a Bill of Rights which will be presented as significant for South Africa, taking into consideration past history and future needs.

Requirements:

1. 10 Articles of at least 3-4 sentences in length (more if justified by the topic), which is written in **complete sentences** with a clear separate and central focus for each article.
2. Articles should address South Africa as you understand it today.
3. Use appropriate language **in your own words.**
4. 2-4 pages in length, typed (standard manuscript form) with pre-writing notes, first draft and critique sheet and final draft submitted on schedule. Any paper submitted without the above will automatically be awarded a "C."

Day #3

1. Critique first drafts (See addendum for the form).
2. **Cry, Freedom**

Homework: Final draft of South African Bill of Rights

NOTECARDS

SAMPLE BIBLIOGRAPHY CARD (for the book which contained the documents)

O'Brien, J.D., Edward L., et al
HumanRights for All.
Minneapolis/St. Paul.
West Publishing Co. 1996.

Sample QUOTE

Human Rights O'Brien

Article 8 "You should be able to ask for legal rights..." (p. 129)

Sample PARAPHRASE

Human Rights O'Brien
U.S. Amendments

Amendment VIII (1791)
Bail or fines which are exorbitant cannot be "imposed" on anyone as well as unreasonable punishment. (p. 122)

Sample SUMMARY

Human Rights O'Brien
"Rights of the Child"

Article 18-Parental Responsibilities
Government believes that parents or guardians must take proper care of children and will help them if necessary, incl. child care. (p. 156)

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Bill of Rights
Group chart

Directions: In your group select *three* basic but important human rights for each of the three categories listed below. Choose carefully and be able to defend your selections!

GROUP MEMBERS: _____

SOCIAL/CULTURAL	**ECONOMIC**	**POLITICAL**

Bill of Rights
Group chart

Directions: In your group select *three* basic but important human rights for each of the three categories listed below. Choose carefully and be able to defend your selections!

GROUP MEMBERS: _____

SOCIAL/CULTURAL	**ECONOMIC**	**POLITICAL**

Republic of South Africa Bill of Rights
Combined English/history Assignment

Timetable:

Day #1-First draft due in class
Day #2-Peer Critique
Day #3-Final draft due by 3 pm

ASSIGNMENT:

Write a Bill of Rights for the human rights needs of the current and future Republic of South Africa

REQUIREMENT:

1. Write a document of 10 Articles of *at least* 3-4 sentences in length (more if justified by the topic being considered) which is written in **complete sentences** with a clear, separate and central focus for each article.

   As a ***Preamble* or final concluding paragraph, write one paragraph of 8-10 sentences justifying/explaining your choices.
2. The individual articles should each address South Africa as you understand it today, concentrating on current and long-term issues of human rights.
3. Use appropriate language **in your own words.**
4. The document you write should be 2-4 pages in length, typed, standard manuscript form with pre-writing notes, first draft, critique sheet, and final draft submitted together on schedule. Any paper submitted without the above material will automatically be awarded a "C." The paper grade will be counted for both English and history.

South Africa Bill of Rights Project
Editor's Critique Sheet

Writer: _____
Editor: _____

Content:

1) Has the writer created a bill of rights which responds to the particular social, political, and economic issues that characterize South Africa?

Where have they done so? Provide an example and a comment on the South African reality that creates the need for this article:

Identify any place where the writer's choice of articles does not adequately address the situation in South Africa -- recommend a solution:

2) Has the writer fully justified his (or her) choices in a final paragraph? Does that paragraph contain a topic sentence? Logically ordered and substantiating detail?

3) Write down the beginning of a passage which you think is particularly strong:

(over)

SOUTH AFRICA UNIT **Writer:**_____
Bill of Rights Project
Evaluation

Format, layout, and presentation:

Proofreading, mechanics, and spelling:

Sentence structure, language, and clarity. Do the sentences conform to standard usage? Are they active, forceful, and easily understood?

Accuracy and specificity of language. Does the language address the human rights issues specifically, or is it vague or fuzzy?

Relevance of content. Does the Bill of Rights address South Africa's past, present, and future in specific and helpful ways?

Process Work:

General Comment

THE FOLLOWING PAGES ARE SAMPLE RESOURCE MATERIALS FOR A HISTORY/SOCIAL SCIENCE COMPONENT TO THE SOUTH AFRICA LITERATURE UNIT

THE following resource materials have been provided by a colleague, John Finch.

World Studies - History
South Africa

Name _____
Period _____

Zulu	Hottentot	Cape Dutch	Frontier Dutch	British
Economics				
Technology				
Political Structure				
Social Structure				
Values				

World Studies - History
South Africa
Time Line, 1652 - 1994

Name _____
Period _____

South Africa	Elsewhere in the World
1652 - First Dutch (plus French Huguenots & German Calvinists) begin Cape Colony under Dutch East India's Jan van Riebeeck	English establish colonies in North America.
1750 - Voortrekkers (Boer) reach Great Fish River, encountering Bantu (Matabele)	Age of Enlightenment , English I. R. Am. Rev. (1775), French Rev. (1789)
1814 - Great Britain gains control of Cape Colony. Shaka begins Zulu military traditions, 1816.	Congress of Vienna, 1814-1815 US ends slave trade in West Africa ('08)
1820's - British (outlanders) replace Afrikaans with English language and establish laws designed to improve legal status of non-whites in Cape Colony. Boers react by trekking into Natal, Orange Free State, and Transvaal. Hostilities grow between trekkers & Bantu groups (Xhosa, Swazi & esp. Zulu).	Spanish colonies in Latin America gain independence.
1828 - Shaka killed by half-brother Dingane	U.S. declares Monroe Doctrine (1823).
1837 - Piet Retief leads Boer on Great Trek, establishing Natal Colony. Retief killed by Dingane. Pretorius defeats Zulus at "Blood River" ('38).	Slavery ends in British Empire and the Factory Act is passed (1833).
1844 - Great Britain annexes Natal Colony.	Liberal revolutions of 1848 hit Europe. *Communist Manifesto* published, 1848.
1854 - Transvaal Colony is established by Boer trekkers.	American colonialism begins in Japan. Civil War, slavery ends, in U.S. ('65)
1870 - Diamonds are discovered at Kimberly. Kimberly annexed and becomes part of Cape Colony. Mass influx of *outlanders* threatens Boer's Orange Free State.	Germany and Italy become nations. Bell patents the telephone.
1879 - Last Zulu war begins. Historical battle occurs at Isandhlwana, Natal Province.	Edison invents the incandescent lamp.

1880 - Gold is discovered at Johannesburg, Transvaal. A "gold rush" into the Boer area further strains relations between Boer and British government. British living in the Transvaal demand extension of British "civilization" into the Transvaal.	Source of malaria discovered. Edison granted patent for light bulb.
1899-1902 - South African War (Boer War) 448,000 British troops battle 90,000 Boer. First modern war against civilians produces war atrocity trials and concentration camps.	Anglo-Japanese Treaty signed (1902). U.S. imperialism extends to Pacific islands and China.
1910 - Jan Smuts leads in establishment of Union of South Africa. Louis Botha, moderate Afrikaner is elected first Prime Minister.	Sun Yet Sen founds Chinese Republic (1911)
1913 - Natives Land Act sets aside land for white ownership; further segregation laws follow.	
1914 - South African troops occupy German African colonies, gaining S.W. Africa.	War breaks out in Africa. English split German colonies with French after war.
1930 - World Depression forces rural Blacks and whites into cities for employment.	1929 Wall Street "crash" begins Great Depression. First call for US companies to divest interests in SA issued.
1939 - Strict apartheid laws are established by Afrikaner government. Colored population disenfranchised by voting restrictions. Afrikaner leaders arrested for "pro-Nazi" activities.	War begins in Europe. Atomic age and Cold War begin ('45).
1947-1950 - National Party founded ('48). Apartheid laws passed: Mixed Marriage Prohibition, Population Registration, Suppression of Communism, Group Areas, and Immorality acts.	Orwel's 1984 published. India, China, and Israel, the worlds' three oldest civilizations, become independent republics. U.N. founded in San Francisco.
1960 - Albert Luthuli becomes first S. African to win Nobel Peace Prize. Massacre at Sharpeville - 69 killed demonstrating against pass laws. Nelson Mandela is arrested, ANC (and PAC) declared illegal.	Kennedy defeats Nixon for US president. Civil Rights Act passed.

1962 - South Africa becomes a republic. Nelson Mandela is sentenced to life imprisonment.	Cuban missile crisis in October. James Meredith enters Ole Miss. Woodstock (1969).
1967 - Terrorism Act provides for unlimited detention without trial; ANC begins guerrilla warfare.	Six Day War in Middle East; R. Kennedy & M. L. King assassinated ('68).
1969 - S. A. Student's Organization founded.	U.S. lands on moon.
1973 - Labor unrest in Durban spreads.	Watergate break in ('72); Yom Kipper War
{1976 - Hundreds die in Soweto, near Johannesburg, during riots protesting Bantu "resettlement" policies.	AIM occupies Wounded Knee (1973). Republic of Vietnam surrenders (1975). Jimmy Carter elected president.
{1977 - Steven Biko's death at the hands of security forces brings international outcry to end violence in South Africa. P.W. Botha becomes Prime Minister.	World concern mounts over human rights issues in South Africa.
1979 - White government makes first concession to growing pressure against apartheid by legalizing Black unions. SASC begins civil disobedience; Denmark boycotts SA coal.	Camp David Peace Accords signed between Egypt & Israel. Soviet troops invade Afghanistan.
1980 - Church leaders, including Desmond Tutu, are arrested.	Archbishop Oscar Romero is assassinated. R. Reagan is elected president. U.S. boycotts Olympics.
1982 - UN sanctions begin against South Africa. Major U.S. investors (companies like 3 M, Honeywell, and colleges and universities like Macalester and the U of M) begin to divest holdings in SA.	US debt tops $1 trillion.
1984 - Rev. Desmond Tutu becomes the second South African to win the Nobel Peace Prize. Protests waged against Indian & Colored congressional elections.	Reagan reelected president. N. Duarte elected president in El Salvador.
1985 - Restrictions on the number of Black workers a company can hire and practice of not promoting black to oversee whites in companies are ended. Laws forbidding interracial marriages are lifted.	M. Gorbachev comes to power, USSR.

{1986 - Pass laws are ended. State of emergency is declared. Covert repression of ANC heightens.	Chernobyl disaster near Kiev
{1987 - Laws requiring segregation of public facilities are lifted. Violence escalates in Natal.	Iran-contra affair in US.
{1988 - Church leaders are arrested during illegal protest. Tutu clashes with Botha at meeting.	G. Bush is elected. USSR begins pullout from Afghanistan.
1989 - Botha resigns. Demonstrations & protests mark election of F.W. de Klerk.	FMLN offensive, El Salvador
1990 - Apartheid laws are ended. - Feb. 11th, ANC leader Nelson Mandela is released from prison following world wide campaign. - June, Mandela travels to the U.S. - August, the ANC declares an end to its war against the SA gov.	Berlin Wall falls (1989). Breakup of USSR. War with Iraq. Jean-Bertrand Aristide elected president in Haiti. Germany unified for second time in 120 years.
1991 - Mandela meets Zulu leader, Mangosuthu Buthelezi. National Peace Accord signed.	New York Peace Accords signed. Gulf War begins.
1992 - Fighting continues between ANC and Inkatha (Zulu) parties.	Presidential election year in U.S.; UN sanctioned food lift to Somalia, Dec.
1993 - Feb., ANC and S.A. government reach agreement to end white minority rule.	Truth Commission report is issued.
1994 - April, Nelson Mandela (75) is elected President in nation's first multiracial democratic election in 342 years. F.W. de Klerk is the vice-president and Zulu leader Buthelezi is a cabinet minister.	Invasion of Haiti restores Aristide to power. Calderon Sol is elected.

1994 Election Results

Seats in the National Assembly (Shades of the FRENCH REVOLUTION!):

ANC	= 62.6% (Mandela)
National Party	= 20.4% (de Klerk)
Inkatha	= 10.5% (Buthelezi)

South Africa's People, 1995

Language Groups (Culture Specific)

Afrikaans

- Afrikaners
- Boer (vee boor)
- Cape Dutch
- Huguenot immigrants (French Protestants)
- Frontier Dutch (voor trekkers, trekboeren, trekkers)

English

- British/Britons
- Uitlander/outlander

Bantu

- Nguni
  Northern groups: Zulu & Swazi
  Southern group: Xhosa
  Subgroups of the Xhosa according to Nelson Mandela:
  Baca, Bomyana, Gcaleka, Mfengu, Mpodomis, Mpondo, Sotho, & Thembu (Mandela's clan is in this group.)

Khoisan

- San (Bushmen)

- Koi-Koi (Hottentots)

Additional people by cultural groups:

- Cape Colored

- Malay

- East Indian

- East African Arabic

- Chinese

S.A. Terms to Discuss:

Imperialism -

1) an intensified form of colonialism (1890-1900) where industrialized nations sought to exercise complete domination of colonial society for purposes of economic exploitation.

2) resulted in economic exploitation and human rights abuses in less developed areas of the world, while serving as a justification for international competition and eventually world war.

Social Darwinism -

19th century concept which served to justify imperialism, stressed strongest nations will survive by dominating the "lesser" nations through a corrupted notion of Darwin's concept of "natural selection".

11/96

South Africa Notes
Anglo-Boer War

People:

Joseph Chamberlain - British Colonial Secretary for South Africa

Paul Kruger - President of South African Republic

Sir Alfred Milner - High Commissioner of South Africa & Lieutenant of Cape Colony

Louis Botha - General of Boer army; led commando raids, later helped Smuts found pan Afrikaner Union Party and elected the first prime minister of the Union of South Africa, 1910

Jan Smuts - political leader of Afrikaner, speaks in favor of peace, May, 1902; founds Union Party with Botha and establishes the Union of South Africa, 1902

Phases of the War, 1899-1902:

Phase I - War by the rules: Oct. 11, 1899 - 1900

Black Week - Dec. 11-15

Buller is replaced as British general by Lord Roberts

Phase II - Escalation of British Effort: 1900-1901

"Juggernaut"

Roberts & Kitchener

scorched earth begins

Phase III - Anti-Commando (Guerrilla) Action: 1901-1902

concentration camps

Hobhouse & debate in Parliament (Vietnam War like)

Kitchener's Peace (Pretoria, May 31, 1902)

Costs of War:

British -£200 million ($1 billion)

400,346 pack animals

100,000+ lives (5x Boer) of 448,435 troops who fought (23%)

Boers -£1 million

7,000 of 87,365 troops (8%)

Women, Children & Men in Concentration Camps - 28,000 of 160,000 (17.5%)

Black Africans/Bantu - 12,000 who were captured

World Studies-History
South Africa
Map Exercise

Name _____
Period _____

I. Using the Goode' World Atlas and the supplemental map of South Africa, complete the following instructions:

A. Color code and label the following countries of Southern Africa. Create a key to explain your color code.
   1. Namibia
   2. Botswana
   3. Mozambique
   4. Zimbabwe
   5. Lesotho
   6. Swaziland

B. Locate and label the following cities of South Africa.
   1. Mafeking
   2. Pretoria
   3. Johannesburg
   4. Durban
   5. Cape Town
   6. Kimberly
   7. Port Elizabeth
   8. East London
   9. Petermaritzburg
   10. Bolemfontein
   11. George (Lawaaikamp - St. Paul's sister city), 35S 22E

C. Color code and label the nine provinces of SA:
   1. Western Cape (Cape Province)
   2. Northern Cape (CP)
   3. Eastern Cape (CP)
   4. North West (CP)
   5. Free State (Orange Free state)
   6. Gauteng (Transvaal)
   7. Northern Province (Trans.)
   8. Mpumalanga (Trans.)
   9. Kwazulu Natal (Natal)

D. Locate and label the following physical features:
   1. Orange River
   2. Vaal River
   3. Drakennsberg Mts.
   4. Great Karroo Desert
   5. Kalahari Desert

(over ------>)

6. Atlantic Ocean
7. Indian Ocean
8. Cape of Good Hope
9. Tropic of Capricorn (-------)

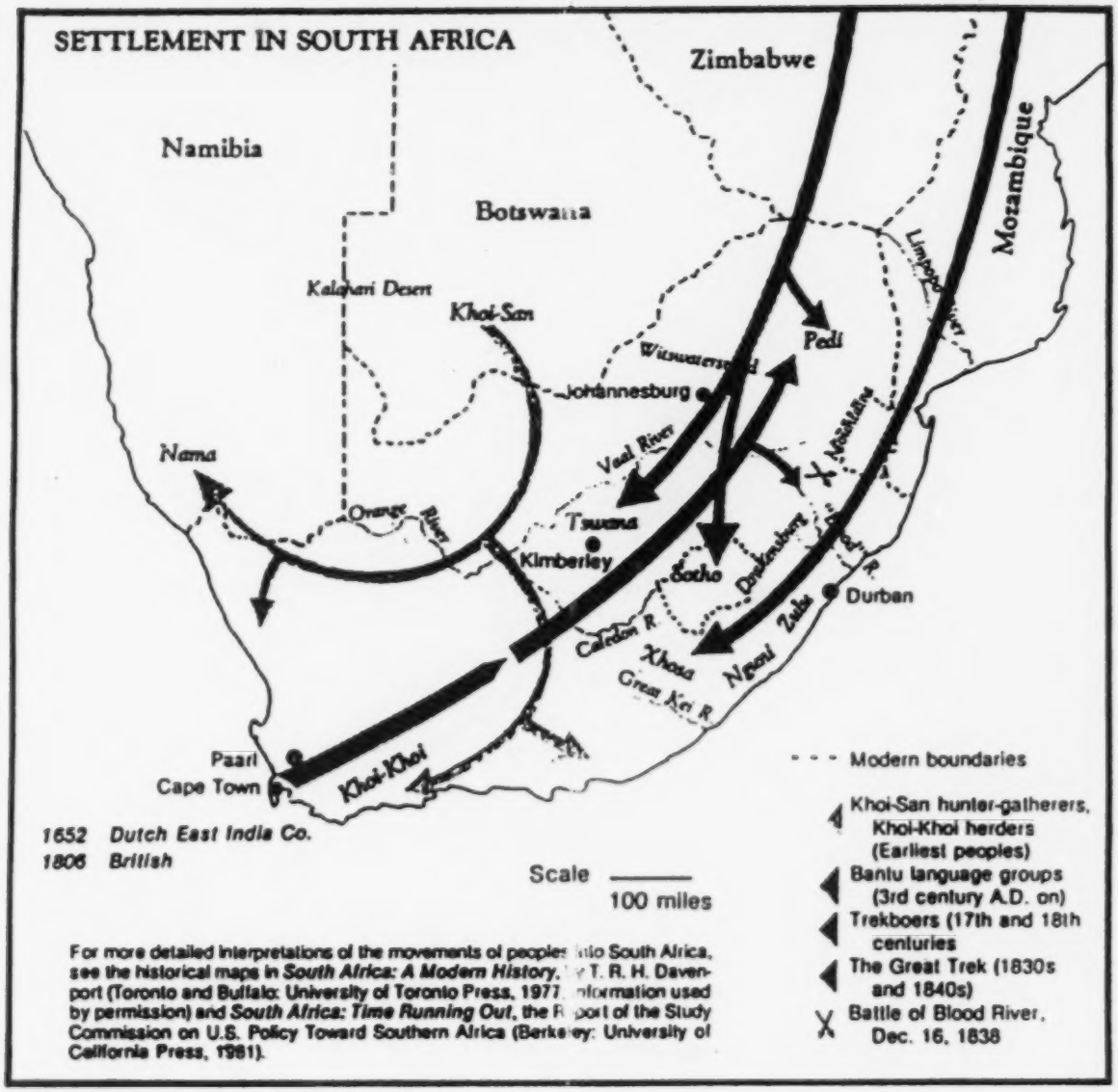
II. Using the "Settlement in South Africa" map, complete the following:

A. Indicate the migration route of the Khoi-San people from region of today's Botswana to the region of modern South Africa. Color code the migration rout and add to your key.

B. Indicate the migration route of the Zulu along the east coast of southern Africa; color code and add to the key.

C. Indicate the two migration routes taken by the Trekboers (1750) and the Great Trek Boer (1837); color code and add to the key.

D. Indicate the site of the "Blood River" battle.



For more detailed interpretations of the movements of peoples into South Africa, see the historical maps in *South Africa: A Modern History*, by T. R. H. Davenport (Toronto and Buffalo: University of Toronto Press, 1977 information used by permission) and *South Africa: Time Running Out*, the Report of the Study Commission on U.S. Policy Toward Southern Africa (Berkeley: University of California Press, 1981).

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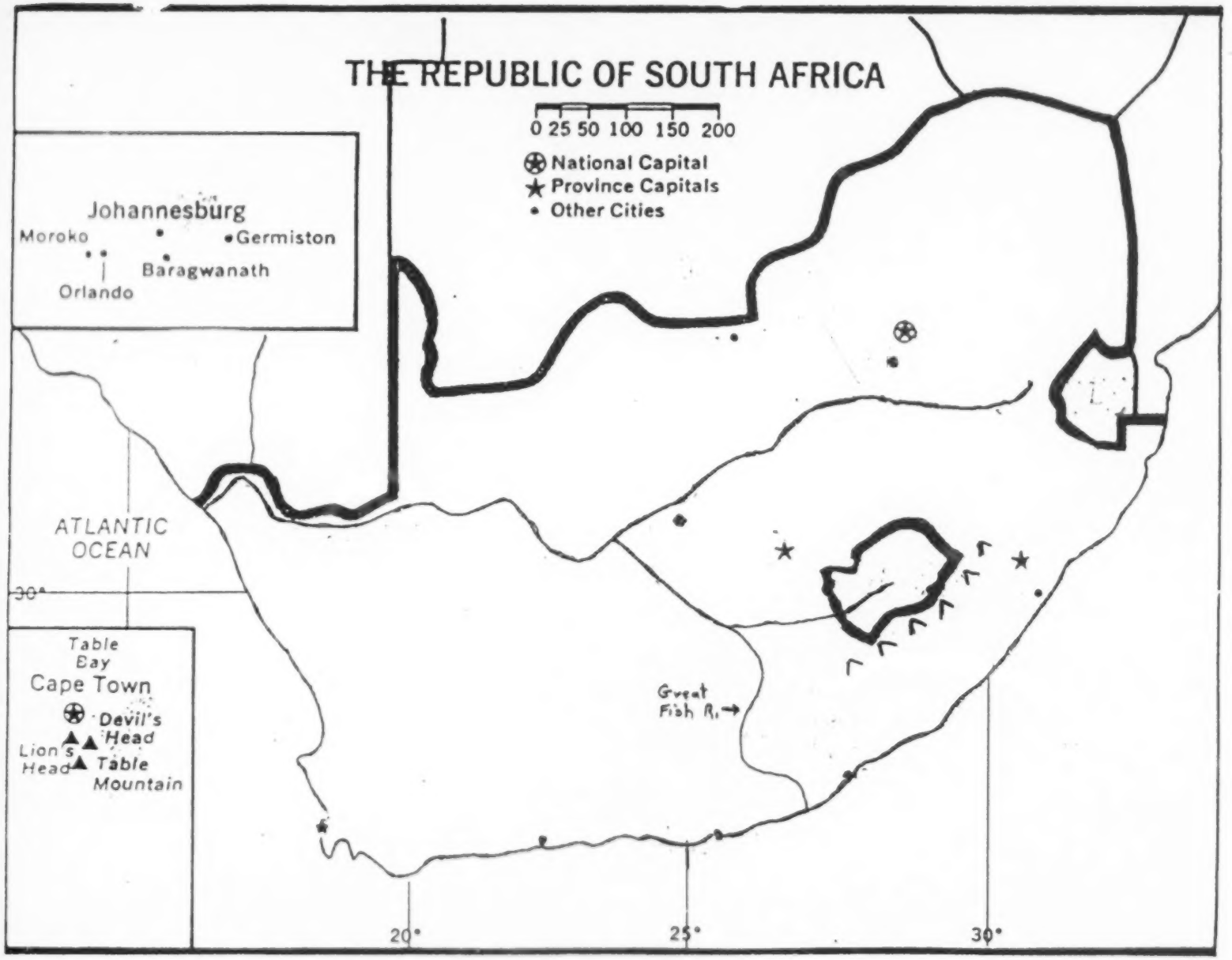

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World Studies - History
South Africa
Time Line Exercise

Name _____
Period _____

South Africa	Event(s)	Elsewhere in the World
[Dutch Colonialism]		
1652 -		English establish colonies in North America.
1750 -		Age of Enlightenment. Enclosure of English fields = 50%
1770's -		Am. Rev. (1775), French Rev. (1789) Napoleon's coup d' etat [1799].
[British Mercantilism]		
1815 -		Congress of Vienna held, 1814-1815. US ends slave trade in West Africa ('08).
1820's (2) -		Spanish colonies in Latin America gain independence.
1828 -		U.S. declares Monroe Doctrine (1823).
1830's -		Charles X abdicates in France during student-worker riots [1830]. Slavery ends in British Empire and first Factory Act passed[1833).
1837 -		
1838 -		El Salvador becomes independent.
1844 -		Liberal revolutions of 1848 hit Europe.
1854 -	Transvaal Colony is established by Boer trekkers.	Crystal Palace opens in London [1851]. America "opens" Japan to West.
[British Imperialism]		
1870 -		Germany and Italy become nations. Age of Romantic nationalism.
1879 -		European age of Social Darwinism.
1880 -		Race for colonies intensifies.
1899 -1902 -	South African War (Anglo-Boer War)	Africa & China partitioned by imperialist nations (1900).

World Studies - History
South Africa
Time Line II-A

Name _____
Period _____

South Africa	Elsewhere in the World
[Moderate (White) Revolution]	
1910 -	Sun Yet Sen founds Chinese Republic (1911).
1912 -	
1913 -	
1914-1918 - South African troops occupy German African colonies, gaining South West Africa (diamonds).	War breaks out in Africa. English split German colonies with French after war.
1919-1924 -	
1924 -	
[Breakdown of Moderate (White) Revolution]	
1930 -	1929 Wall Street "crash" Rise of facist dictators in world
1939-1946 - Smuts ...	
1939-1945 -	War begins in Europe. Atomic age and Cold War begin ('45).

[Radical (White) Revolution/"Reign of Terror"]

1948 - U.N. founded in San Francisco.

-

1950 -

- Group Areas Act ...

1951 - Korean War ends

1952 -

1953 -

1956-7 - Soviet space sattilite "Sputnik"

[(Black) Resistance to Terror]

1960 - Albert Luthuli becomes first S. African to win Nobel Peace Prize. Massacre at Sharpeville - 69 killed demonstrating against pass laws. Nelson Mandela is arrested, ANC (and PAC) declared illegal. Kennedy defeats Nixon for US president. Civil Rights Act passed.

1976 -

1977 -

1979 -

World Studies-History
South Africa
Unit Quest-1

Name _____
Period _____

I. Multiple Choice

_____ 1. When the frontier Dutch engaged in the Great Trek, 1837, their major objective was to escape the "harsh" influences of British culture. This action was take mostly to prevent which of the following? a) accommodation b) extermination c) amalgamation d) assimilation

_____ 2. In 1833, the British take action to eliminate which of the following in South Africa? a) Zulu b) Boer c) gold miners d) slavery e) blue skies and sandy beaches of Cape Town

_____ 3. Scorched earth and concentration camps were policies used by the British specifically against a) Zulus b) Boer women and children c) Boer guerrilla fighters d) ANC freedom fighters e) SWAPO commandos

_____ 4. Emily Hobhouse worked to end mistreatment of women and children during the Boer War by a) writing the Queen b) carrying on a legal battle against the British army c) conducting a hunger strike d) using the British press to publicize mistreatment to the world e) writing poetry

_____ 5. At the end of the Boer War, the British win, but the Boer get control of the country. Why? a) There are more Boer people the any other group. b) No other group wants to have political input in running the country. c) The Boer are the true Africans d) All the laws are written in Dutch so only the Boer can read them. e) Non-white are not allowed to vote by the British and there are simply more Boer than British

II. Terms: Do one. Define and tell the significance of each.

Mandela as a Napoleon -

Shaka -

Afrikaner -

III. Chronology

1600 1700 1800 1900 1960 1970 1980 1990 2000

A B C Mo BD Ra Rea Res

_____ 1. Tutu wins Nobel Peace Prize & Botha resigns

_____ 2. Mandela is elected president in first multiracial democratic election in 342 years

_____ 3. National Party wins election and passes apartheid laws

_____ 4. South Africa escapes moderating influence of British law, becomes an independent republic

_____ 5. Bantu resettlement and Bikko's death

_____ 6. "textbook" colonialism begins in SA

_____ 7. Zulu War ends; accommodation begins

IV. Matching

_____ 1. Pretorius	a. Hottentot (Koi-Koi)
_____ 2. Cetewayo	b. "Blood River" leader
_____ 3. Dingane	c. ANC
_____ 4. Mandela	d. homelands
_____ 5. Bantu removal	e. Shaka's 1/2 brother
_____ 6. nomadic herders	f. Shaka's nephew

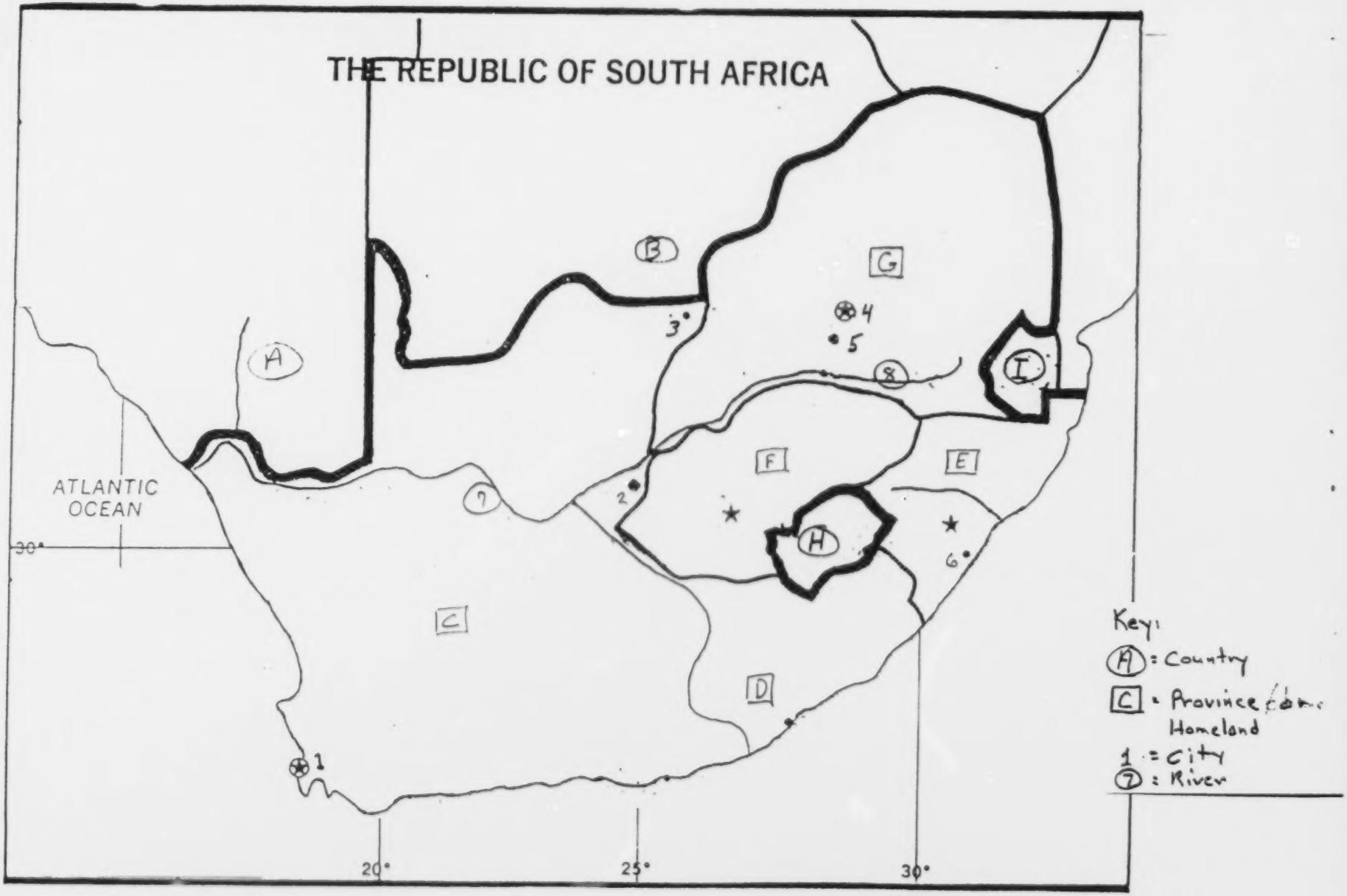
V. Map

	Location	Name
1. Current home to San (Bushman); contains the Kalahari Desert	_____	_____
2. River trekkers crossed to found nation's capital	_____	_____
3. Province where Zulu War was fought	_____	_____
4. City that is original home of colonial Dutch	_____	_____
5. Where gold were first discovered	_____	_____

6. Home to SWAPO during the 1970's _____ _____

VI. Short Essay

Attack or defend the apartheid system as employed in South Africa, 1910-1990. Use specific historical examples to justify your position. Avoid emotional appeal, broad generalization, and first person expression when supporting your case. Construct a focused thesis statement which establishes the theme you will develop and support in your paragraph essay.



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